

Crete Elementary School

Annual School Improvement Plan for 2009-2010



435 North Street
Crete, Illinois 60417

Our Mission



Crete Elementary will provide a safe, supportive and engaging learning environment for all children. By using quality instruction, teamwork and communication students will develop a love for learning and achieve personal success.

Our Vision

Crete Elementary will be a community where everyone feels valued, welcomed, and accepted. We will see this through a collaboration of staff, students, and parents working together to maximize learning potential for all.



Crete Elementary School Core Values

Learning:

We believe-

- Children come to school with different needs.
- Classrooms will be active and positive places.
- Adults at school will have high expectations for students.
- Parents are an important partner in their child's learning.

Safety:

We believe-

- School is a place for students to feel physically and emotionally safe and cared for.

Respect:

We believe-

- Students will be known and understood by the adults at school.
- Students will have the chance to learn how to work together in a positive way.
- Adults are the best models for students about how to get along with others.

Acceptance:

We believe-

- Students will be accepted for who they are.
- Families will be valued and supported by the school community.

Our Steering Committee Team Members

We strive each year to include representation from the diverse community representing our school. We value and appreciate the time, energy, and talent of each of our steering committee members.

Josephine Blackmon	Administrator
Felice Hybert	Administrator
Jamie Cimini	5th Grade Teacher
Melba Searcy	3 rd Grade Teacher
Heather Godbout	CC 3 rd – 5 th Grade Teacher
Lisa Herbert	2 nd Grade Teacher
Cynthia Yaverski	Kindergarten Teacher

School Data at a Glance – Meeting Crete Elementary School Goals

Our school improvement plans need to meet our school's goals and be aligned to the district's goals. This chart provides evidence of alignment to Crete Elementary School goals.

<h3>School Data</h3> <p>School data from 2008-2009 that reflects the school is making progress toward meeting/exceeding the 2010 AYP or safe harbor.</p>	<h3>Target Data</h3> <p>Data targets for the 2009-2010 school year that shows continued progress towards meeting/exceeding AYP or safe harbor.</p>
<p>Percentage of students who met/exceeded on the State ISAT Reading Test is:</p> <ul style="list-style-type: none">❖ 3rd Grade: 75.9%❖ 4th Grade: 58.7%❖ 5th Grade: 61.4%	<p>77.5% of Crete Elementary 3rd-5th grade students will either meet or exceed standards on the ISAT reading assessment or meet or exceed safe harbor.</p>
<p>Percentage of students who met/exceeded on the State ISAT Math Test is:</p> <ul style="list-style-type: none">❖ 3rd Grade: 74.7%❖ 4th Grade: 69.3%❖ 5th Grade: 63.6%	<p>78% of Crete Elementary 3rd-5th grade students will meet or exceed standards on the ISAT mathematics assessment.</p>

Goal	Activities	Date of Activities	Monitoring Indicators
<p>•For the 2009-2010 school year, 77.5% of Crete Elementary 3rd-5th grade students will either meet or exceed standards in reading or meet or exceed safe harbor on the ISAT</p>	<ol style="list-style-type: none"> 1. Create a K-5 district-wide literacy plan for professional development. Presentation of plan to staff during a school improvement day 2. Align school improvement days, institute days, district grade level meetings and building grade level meetings to literacy plan 3. Principal representation at literacy team planning meetings and administrative collaboration with literacy team at least once per trimester 4. Provide teachers professional development on aligning literacy block with the Balanced Literacy Model. 5. Provide teachers professional development on guided reading implementation. 6. Provide teachers with professional development on specific comprehension strategies; including the district focus on the Stephanie Harvey Reading Toolkit. 7. Trimester meetings to discuss student progress using local assessment data and its impact on instruction. 	<ol style="list-style-type: none"> 1. September, 2009; September 30, 2009 2. Throughout Year 3. Monthly 4. September, 2009; throughout the year 5. October, 2009; throughout the year 6. September, 2009; January, 2010; throughout the year 7. Three times per year 	<ol style="list-style-type: none"> 1. Document the professional development plan, school improvement plan, agenda and presentation materials 2. The agendas and minutes from various meetings. 3. The minutes and agendas from literacy team planning meetings. 4. The teachers will submit their literacy block lesson plans using the K-5 district-wide template. 5. Require guided reading lesson plans which include: instructional focus, reading strategy emphasis, comprehension questions, name of book and level of book. 6. Administrative observation and feedback to teachers regarding critical elements of comprehension. 7. The teachers will submit a reflection statement, which will include, at least one goal toward improving student achievement based upon data trends.

Goal	Activities	Date of Activities	Monitoring Indicators
<p>•For the 2009-2010 school year, 77.5% of Crete Elementary 3rd-5th grade students will either meet or exceed standards in mathematics or meet or exceed safe harbor on the ISAT</p>	<ol style="list-style-type: none"> 1. Teachers will review and complete for each student the "I can..." statements each trimester. 2. Teachers will administer short cycle assessments and analyze the results to influence instruction. 3. Review of AIMSWeb & ThinkLink math assessment data to determine achievement trends. 4. Teachers will implement and use student data binders to track student progress and plan for instruction. 5. Teachers will use the Study Island program to provide intervention to students who are struggling with the general math curriculum. 	<ol style="list-style-type: none"> 1. By the end of each trimester. 2. Periodically throughout the year. 3. Three times per year. 4. By October 30, 2009. 5. Throughout the year. 	<ol style="list-style-type: none"> 1. Submission of completed "I can..." statements 2. Teacher submission of reflection statement including at least one goal to improve student achievement based upon data trends. 3. Math groups based upon assessed performance and/or assessment reports obtained from the appropriate assessments. 4. List of required data to be included in student data binders. 5. Data reports utilized to determine success of the program.